

# INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLANNING (T.T.)

**Name:** Tommy Technodude  
**School:** Fairfax High School  
**Grade Level:** Chemistry/Physics  
**Available Technology:** 10 to 1 student to multimedia computer ratio; Full Internet Access  
**Years Teaching:** 12 Years

## CURRENT INSTRUCTIONAL PRACTICES (CIP):



At a CIP Intensity Level 2, the participant supports instructional practices consistent with a subject-matter based approach to teaching and learning, but not at the same level of intensity or commitment as a CIP Intensity Level 1. Teaching strategies tend to lean toward lectures and/or teacher-led presentations. The use of curriculum materials aligned to specific content standards serves as the focus for student learning. Learning activities tend to be

sequential and uniform for all students. Evaluation techniques focus on traditional measures such as essays, quizzes, short-answers, or true-false questions with the resulting data used to guide instruction.

Student projects tend to be teacher-directed in terms of identifying project outcomes as well as requirements for project completion. No effort is made to differentiate instruction. The use of research-based best practices focuses on basic classroom routines (e.g., providing homework and practice, setting objectives and providing feedback, students summarizing and note taking, providing adequate wait time).

## PERSONAL COMPUTER USE (PCU):



A PCU Intensity Level 7 indicates that the participant possesses an extremely high fluency level with using digital tools and resources for student learning. Participants at Intensity Level 7 are sophisticated in the use of any existing and emerging digital-age media and formats (e.g., multimedia, productivity, desktop publishing, web-based applications). Participants at this level set the vision for technology infusion based on the latest research and continually seek creative uses of digital tools and resources that

impact learning. They actively participate in global learning communities that seek creative uses of digital tools and resources in the classroom.

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## LEVEL OF TEACHING INNOVATION (LoTi):

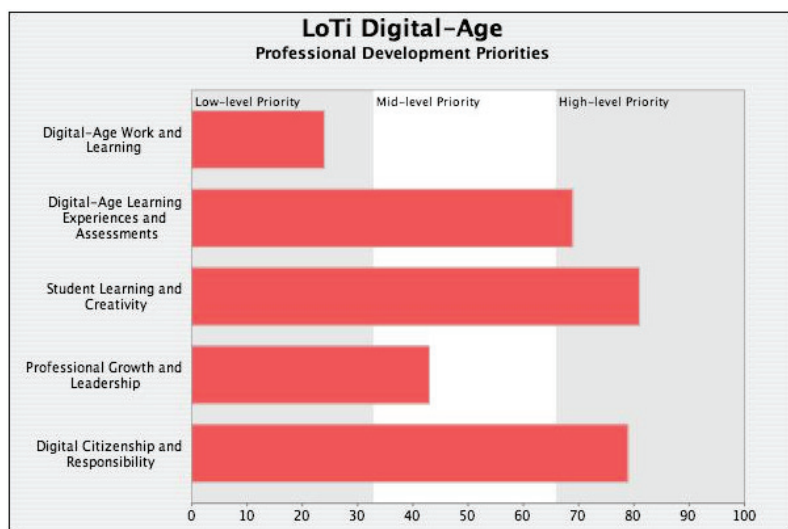


At a Level 1 (Awareness), the instructional focus emphasizes information dissemination to students (e.g., lectures, teacher-created multimedia presentations) and supports the lecture/discussion approach to teaching. Teacher questioning and/or student learning typically focuses on lower cognitive skill development (e.g., knowledge, comprehension).

Digital tools and resources are either (1) used by the classroom teacher for classroom and/or curriculum management tasks (e.g., taking attendance, using grade book programs, accessing email, retrieving

lesson plans from a curriculum management system or the Internet), (2) used by the classroom teacher to embellish or enhance teacher lectures or presentations (e.g., multimedia presentations), and/or (3) used by students (usually unrelated to classroom instructional priorities) as a reward for prior work completed in class.

## LoTi DIGITAL-AGE PROFESSIONAL DEVELOPMENT PRIORITIES:



**RATIONALE:** \_\_\_\_\_

**PROFESSIONAL DEVELOPMENT RECOMMENDATIONS:** \_\_\_\_\_

**MENTOR STRATEGIES:** \_\_\_\_\_